

NOTICING TARGETS FOR PRIORITY GOAL:

Learners will be in an ongoing dynamic relationship with *Am Yisrael* and/or *Eretz Yisrael*.

During the year, LOMED congregations will design and deliver new learning experiences to help learners reach the priority goal. In order to monitor student growth, teachers will select noticing targets—smaller and more concrete goals that help learners reach the priority goal.

Priority Goal Definition:

Learners will develop the knowledge, skills and habits, beliefs/values and sense of belonging to demonstrate their relationship to the Jewish people and the land of Israel through time and/or space.

Am Yisrael constitutes ever broadening circles, beginning with family and moving through synagogue, local Jewish community and the world Jewish community. It comprises the Jewish people today and throughout history. *Eretz Yisrael* encompasses the land, state and people of Israel, both today and throughout history. Learners who achieve this priority goal articulate their own connections to the People and/or Land of Israel and point out the ways these connections impact their daily lives.

Knowing, Doing, Believing, Belonging

Knowing

This domain includes the acquisition of knowledge, understanding and skills needed to live out a priority goal.

Doing

This domain involves the translation of knowledge and skills into authentic Jewish living connected to the priority goal.

Believing

This domain is about the development of a relationship of the self to something transcendent, the acquisition of values and the determination of priorities in connection to the priority goal.

Belonging

This domain is about the cultivation of connection to and identification with others and with community in pursuit of the priority goal.

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Noticing Targets

	Early Primary (K-2 nd Grade)	Intermediate (3 rd -5 th Grades)	Middle School (6 th -8 th Grades)
Knowing	<input type="checkbox"/> Identifies characters and places from the Jewish “story” starting with the <i>Tanakh</i> <input type="checkbox"/> Retells events from the Jewish story <input type="checkbox"/> _____	<input type="checkbox"/> Retells stories of Jewish heroes who exemplify values <input type="checkbox"/> Uses vocabulary of Jewish communal values <input type="checkbox"/> _____	<input type="checkbox"/> Uses vocabulary of values related to peoplehood <input type="checkbox"/> Analyzes issues facing the Jewish community locally and globally <input type="checkbox"/> _____
Doing	<input type="checkbox"/> Talks about Jewish characters and places from the Jewish story in 1 st person (e.g., my ancestors, our people) <input type="checkbox"/> Tells stories about own family’s Jewish life and/or background <input type="checkbox"/> _____	<input type="checkbox"/> Applies Jewish communal values to a personal decision <input type="checkbox"/> Identifies own behavior with Jewish heroes <input type="checkbox"/> _____	<input type="checkbox"/> Constructs an action response to an issue facing the Jewish community <input type="checkbox"/> Chooses to participate in Jewish or Israeli cultural life: books, movies, plays, music concerts <input type="checkbox"/> _____
Believing	<input type="checkbox"/> Explains family’s connection to the Jewish characters, places and/or story <input type="checkbox"/> Identifies people in the synagogue who demonstrate values about me <input type="checkbox"/> _____	<input type="checkbox"/> Explains family’s and personal connections to the Jewish people and/or the Land of Israel <input type="checkbox"/> Defends a personal decision using Jewish communal values <input type="checkbox"/> _____	<input type="checkbox"/> Explains personal connections to Jewish history, Israel or the world Jewish community <input type="checkbox"/> Articulates benefits and losses of acting on issues based on Jewish communal values <input type="checkbox"/> _____

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Belonging	<ul style="list-style-type: none"><input type="checkbox"/> Participates in Jewish communal celebrations<input type="checkbox"/> Develops friendships with peers in the congregation<input type="checkbox"/> _____	<ul style="list-style-type: none"><input type="checkbox"/> Participates in Jewish communal celebrations and/or events<input type="checkbox"/> Develops relationships in the congregation, outside own age group<input type="checkbox"/> _____	<ul style="list-style-type: none"><input type="checkbox"/> Takes leadership roles in Jewish communal celebrations<input type="checkbox"/> Mentors another student OR develops relationships in the congregation outside own peer group<input type="checkbox"/> _____
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Additional Noticing Targets

KNOWING

- Explains that Israel has been a special place for Jewish people since the time of the Bible
- Demonstrates knowledge of key places in Israel and the reasons for their significance to the Jewish people
- Connects the Jewish holidays with the Land of Israel
- Explains different understandings of the concept of “chosen people”

DOING

- Inquires about the well-being of Jewish people in Israel/around the world

BELIEVING

- Recognizes themes in the telling of Jewish history: e.g., covenant, chosenness
- Expresses desire to visit Israel
- Develops own ideas about the notion of “chosen people”

BELONGING

- Demonstrates empathy with biblical and historic Jewish characters